

Literacy Links

Volume VI, Issue 3

October 2005

Coming Events:

- WIN Conference
Palmetto Expo Center
Greenville
October 6-7, 2005
- ELA Best Practice
Seminar Series, Elementary
Patrick Allen
Columbia Conference
Center
October 11, 2005
- ELA Best Practice
Seminar Series,
Middle and High
Cris Tovani
Radisson Hotel and
Convention Center
October 20, 2005

For information about these programs, please refer to the articles in this issue of *Literacy Links*. This issue and past issues of *Literacy Links* can be found on the State Department's web page at www.myschools.com.

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Sessions Offered to Support ELA Standards

In order to continue to support the effective implementation and understanding of the English language arts (ELA) standards, the ELA team at the State Department of Education (SDE), in collaboration with other teams and offices at the SDE and state educators, has developed documents to support the ELA standards.

These support documents include support documents for each of the four strands of the standards (reading, writing, communication, and research); unit modules for each of the grade bands (preK - grade 2, grades three - five, grades six - eight, and English I - English 4); additional resources including professional resources (labeled Best Practice Resources on the website); and a document that connects the ELA standards to the Revised Bloom's Taxonomy.

The link to the documents is <http://www.myschools.com/offices/cso/standards/ela/>

[default.cfm](#).

Professional development on the use of these support documents will be provided for school teams beginning this fall with a follow-up session during the spring of 2006.

It is strongly encouraged that schools form a team structure consisting of an administrator, a teacher representing each grade band, and a media specialist or special educator. School teams may choose a fall date and a spring date they wish to attend, but the team should attend the sessions together. It will be the school team's responsibility to share the information at the school level. District office staff may attend any session with any school team.

You do not need to register for these sessions if your school is involved in the South Carolina Reading Initiative (SCRI K-5 Phases 1, 2, and 3; SCRI-MG Phases 1 and 2; and SCRI-HS), SC Reading First,

or SC READS. These groups will have separate sessions. Also, schools with an absolute rating of unsatisfactory or below average by the Office of School Quality do not need to register. A session will be held for these schools and related specialists through the Office of School Quality.

The registration form included in this newsletter lists the dates and locations for these professional development sessions. Please note that some sessions have been relocated. Each session will begin at 9:30 a.m. and end at 3:30 p.m. Lunch is provided.

If you have questions regarding the support documents or the accompanying professional development, contact Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us. For registration questions, contact Judy Redman at jredman@comporium.net.

Follow Up Sessions Offered for English 1 Resource

The ELA team at the State Department of Education is offering four follow up sessions for the English 1 curriculum resource. These sessions are open only to teachers who attended one of the original English 1 unveiling institutes in either June or October 2004.

Dr. Janet Allen will return to lead these day-long sessions. All sessions will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be served.

The first session will present the last of eight modules, *What's So Funny?*, in the English 1 curriculum resource on November 21, 2005. The core text for this module is Christopher Paul Curtis' *Bucking the Sarge*, with connections to Shakespeare's *A Midsummer Night's Dream*.

The remaining three sessions for English 1 teachers will re-visit the existing modules. Changes in content

and organization have been made in the earlier modules as teachers have used the resources.

These follow-up sessions will be January 17, March 3, and April 18, 2006. All sessions will be held at the Columbia Conference Center. There is no charge for this English 1 professional development. Registration information is attached to this newsletter.

Information will follow about a new institute to be presented June 5-8, 2005. The new institute is for both English 1 and English 2 teachers and administrators will be held at Brookland-Cayce High School.

For information about either of these resources, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us. For registration information, contact Judy Redman at jredman@comporium.net.

Patrick Allen ELA Best Practice Seminar Added

An ELA Best Practice Seminar featuring Patrick Allen will be held on October 11, 2005, at the Columbia Conference Center. A staff developer for the Denver-based Public Education and Business Coalition (PEBC), Patrick also teaches third grade at Frontier Valley Elementary School in Parker, Colorado. As a classroom teacher for 20 years, Patrick's classroom is featured in the PEBC book *Thinking Strategies for Learners*. Patrick is a colleague of other favorites Cris Tovani and Ellin Keene.

Patrick's session will focus on "Conferring with Readers." Conferring sits at the heart of the literacy aspects of a reading workshop. This session will develop an understanding of the critical aspects of a reading conference, how teachers can take effective conference notes, and how the infor-

mation can help nurture the burgeoning reading lives of young readers. Specific formats for conferring will be discussed that will help nudge students to become strategic, thoughtful readers.

In addition to the Patrick Allen session, another session featuring Cris Tovani, co-author of *Mosaic of Thought*, is scheduled for October 20, 2005, at the Radisson Hotel and Conference Center (formerly the Sheraton) on Bush River Road. A third session featuring Bruce Morgan whose topic will be "Writing Through the 'Tween Years" will be February 14, 2006, at the Columbia Conference Center.

Session, date, or location changes are indicated in green on the chart.

A registration form with current session information is attached to this newsletter. Please use this registration form to register for these added sessions. Please note the registration deadlines listed.

If you have questions regarding your registration, contact Judy Redman at jredman@comporium.net. If you have questions about the topics, or the presenters, please contact Cathy Jones at cjones@sde.state.sc.us or 803-734-0790.

In the event of inclement weather in the Columbia area, please call 803-734-0790 after 6:00 p.m. the day prior to the session for cancellation information.

Date	Presenter	Audience	Topic	Location
October 11, 2005	Patrick Allen	Elementary	Conferring through Reading/Writing Workshop	Columbia Conference Center
October 20, 2005	Cris Tovani	Middle/High	Content Area Literacy	Radisson Hotel and Convention Center
November 1, 2005	Frank Baker	Middle/High	Beginning To Integrate Viewing Into the ELA Classroom	Embassy Suites
November 4, 2005	Frank Baker	Elementary	Beginning To Integrate Viewing Into the ELA Classroom	Leaside
December 8, 2005	Nancy Akhavan	Elementary	How To Align Literacy Instruction, Assessment, and Standards	Ramada Plaza Hotel, Two Notch Road
January 12, 2006	Ellin Keene	All	The Intricacies of the Mind: Teaching Reading Comprehension	Columbia Conference Center
January 30, 2006	Mike Ford	Elementary	Where Have All the Bluebirds Gone? Flexible Grouping	Columbia Conference Center
February 2, 2006	Barry Lane	Middle/High	Voice Lessons in Non-Fiction Writing	Columbia Conference Center
February 14, 2006	Bruce Morgan	Elementary/Middle	Writing Through the 'Tween Years	Columbia Conference Center
March 2, 2006	Chryse Hutchins	Elementary	Seven Keys to Comprehension	Seawell's
March 6, 2006	Jim Trelease	All	Reading Aloud	Columbia Conference Center
March 20, 2006	Lester Laminack	All	Children's Literature	Columbia Conference Center
March 21, 2006	Lester Laminack	Elementary/Middle	Writing Workshop and Author's Craft	Columbia Conference Center
April 4, 2006	Barbara King-Shaver	Middle/High	When Text Meets Text—Helping High School Readers Make Connections in Literature	Columbia Conference Center

State Conferences Meet a Variety of Needs for Teachers

IRA Urban Diversity Commission Conference

The International Reading Association's Urban Diversity Commission along with Benedict College and the Palmetto Project of South Carolina is holding an important conference on October 17-18, 2005, at Benedict College, Columbia, South Carolina. This conference is to help schools close the achievement gap.

The conference is intended to assist in the preparation of teachers to be successful in schools and with linguistically and culturally diverse students, especially males.

The conference will focus on the theme "Key Issues in for New Working With Diverse Populations." Conference attendees will receive a set of IRA professional publications. The speakers offer a range of topics.

Gail L. Thompson

"What the Statistics Can't Tell You about Black Students and Literacy"

Gloria Boutte

"Critical Literacy: Examining Images, Ideologies, and Official Knowledge"

Julie Coppola

"Improving Writing Instruction for Linguistically and Culturally Diverse Children: Lessons from the Classroom"

Linda Gambrell, Roy Jones

"Call Me Mister Program"

Bill Hammond

"Teaching African American Learners to Read"

Dolores B. Malcolm

"Mentoring and Retaining New Teachers in Urban Schools"

The cost of this conference is \$175 per

person, which includes breakfast and lunch, as well as a set of professional publications from IRA. Please make checks payable to IRA.

The deadline for registration is October 1, 2005. If you have any questions, please call Barbara Tierney at 202-624-8800 or e-mail at btierney@reading.org.

Language Arts Conference at Claflin University

The Department of English and Foreign Language at Claflin University in Orangeburg, SC, will host a two-day conference on language, literature, and pedagogy November 3-4, 2005.

Kwame Dawes will open the conference with a workshop on teaching poetry. Poetry readings will be in the afternoon, and a dinner theater will be offered in the evening. Concurrent conference sessions are scheduled for November 4.

South Carolina Literacy Conference

The South Carolina Literacy Conference will be held at Charleston Place Hotel in Charleston, South Carolina, December 12-13, 2005. This year's theme is *Inquiry into Literacy: What Readers and Writers Need*.

This conference is sponsored by South Carolina Reading Recovery, the South Carolina Reading Initiative, and South Carolina Reading First. A link to the conference registration is available on the ELA page at www.myschools.com.

Featured speakers for this conference are Ralph Fletcher, Cris Tovani, Tim Rasinski,

and Peter Johnston.

Contact Pam Huxford at 803-734-8825 or phuxford@sde.state.sc.us if you have questions.

SCCTE at The Beach

This year's SC Council of Teachers of English annual conference is January 26-28, 2006, at Kiawah Island Resort.

The conference, *SCCTE at the Beach: Reflecting on Our Practice*, brings authors such as Lester Laminack, Cassandra King, and Mary Alice Monroe, to South Carolina's shore. Newly elected NCTE Vice President Kathleen Yancey will also make a keynote presentation.

For more information, contact Rebecca Kaminski, SCCTE Conference Director, at 864-250-6712 or krebecc@clmson.edu.

SCIRA 2006 Conference

The 31st annual SCIRA conference, *Chasing Knowledge through the Pages of a Book*, will be held at the Myrtle Beach Convention Center February 16-18, 2006.

For more information, visit www.scira.org for registration information.

SCMSA 2006 Conference

The SC Middle School Association's annual conference for 2006 will be March 3-5, at the Myrtle Beach Convention Center.

For more information, visit www.scmsa.org.

Don't Forget to Join the Local Affiliates of the National Organizations

International Reading Association (IRA) and the National Council of Teachers of English (NCTE) are national organizations that provide professional support to teachers and administrators. The state affiliates of these national organizations provide information and opportunities relevant to our state.

Membership in the South Carolina International Reading Association (SCIRA) allows its mem-

bers to attend the annual conference each year, plus opportunities for awards, grants, and scholarships in addition to newsletters and The Young Writers' Conference. You get all of this for only \$10 a year.

For membership information, go to <http://www.scira.org/html/membership.html>.

South Carolina Council of Teachers of Reading (SCCTE) is the local affiliate of NCTE. For a yearly membership of \$20, SCCTE offers quarterly newsletters, yearly professional publications, and reduced conference rates for its members. **Go to <http://www.sccte.org/member.htm> for membership information.**

Middle Schools to Adopt ELA Instructional Materials

New English language arts (ELA) instructional materials are being considered for adoption in grades six through eight. The State Department of Education (SDE) has been working for several years to promote the teaching of ELA in an integrated way.

National experts brought to South Carolina have promoted the use of best practices in the teaching of literacy. For example, they have highlighted using of literature circles to discuss novels, using picture books in the middle school, and accessing a variety of texts within each classroom.

The call sent to publishers for the new instructional materials follows and is aligned with the SDE philosophy.

Publishers/vendors should bid integrated language arts programs that are based on the descriptive goal statements as outlined under each strand of the 2002 South Carolina English Language Arts Curriculum Standards. An integrated language arts program should incorporate an integrated approach to the teaching of reading, writing, spelling, vocabulary, grammar, communication, and research in context, as well as connections to the standards. These programs must include a range of texts to support and extend direct instruction that would occur using the textbook.

Texts should meet the following needs:

1. **Range of readability (word level, conceptual level, structural support and coherence levels) for three broad levels: emerging readers, competent read-**

ers, and advanced readers

2. **Range of text types (fiction, nonfiction, drama, short stories, poetry, informational, etc.)**
3. **Multiple copies for a variety of classroom structures (literature circles, paired reading, guided reading, independent reading, and research)**
4. **Thematic connections (extending major themes highlighted in the textbook)**

Texts should include a minimum of twenty titles in multiples of six for each classroom.

The ELA textbook panel reviewed the submissions SDE received from seven publishing companies. In September, the panel convened and voted on the publishers which met the call for integrated textbooks with a range of support texts to extend and enrich instruction. The following publishers were recommended: **Holt, Rhinehart, Winston; Prentice Hall; McDougal Littell; and EMC Paradigm.**

Instructional materials recommendations will be submitted to the State Board of Education for approval on December 14, 2005. Approved materials will be presented to districts during the instructional materials caravan in January 2006 for district adoption.

If you have any questions or concerns about middle grades ELA instructional materials, please contact Caroline Savage at 803-734-4770 or csavage@sde.state.sc.us.

Grant Writing Institute Held at USC Russell House

The Grant Institute is offering a workshop titled *Grants 101: Professional Grant Proposal Writing Workshop*. This workshop will be held in the Russell House at USC November 28-30, 2005. Each day will begin at 8:00 a.m. and conclude at 5:00 p.m.

The Grant Institute's 101 Course is an intensive and detailed introduction to the process, structure, and skill of professional proposal writing. In this course, participants will learn the entire proposal writing process and complete the course with a solid understanding of not only the ideal proposal structure, but a holistic understanding of the essential factors, which determine whether or not a program gets funded. This course is designed for both

the beginner looking for a thorough introduction and the intermediate looking for a refresher course that will strengthen their grant acquisition skills.

In three active and informative days, students will be exposed to the art of successful grant writing, and led on a journey ending with a masterful grant proposal.

Grants 101 consists of three courses that will be completed during the three-day workshop: fundamentals of program planning, professional grant writing, and grant research.

The registration fee is \$597. To register, use one of the following methods:

ods:

1. **O n - l i n e : V i s i t www.thegrantinstitute.com and click on the Registration area. Fill out the online registration form completely. A confirmation will be sent by e-mail.**
2. **By Phone: Call 1-888-824-4424 to register by phone. Program Coordinators will assist you and answer questions.**
3. **By E-mail: Send an e-mail with your name, organization, and basic contact information to info@thegrantinstitute.com to reserve your slot.**

**Which is more important to a gardener:
his tools or his fruit?**

Making Media Literacy a Part of the ELA Classroom

By Frank Baker
Media Educator

Best Practice Workshops

On November 1 (secondary) and November 4 (elementary), Frank Baker will conduct two best practice workshops for ELA teachers on the Viewing standards in the Communication strand of the ELA standards. During these workshops, Frank will help teachers integrate photographs, ads, video, film, and more into the classroom. Hands-on activities will be included and he will share valuable resources.

If you would like to preview an agenda for these two sessions, please visit http://medialit.med.sc.edu/outline_for_el_best_practice.htm. Registration information is attached to this newsletter.

Media Lit Lesson for Hurricane Katrina

For educators who want to help students analyze, understand, and cope with Hurricane Katrina and its aftermath, the Alliance for a Media Literate America offers an online basic set of media literacy activities and suggestions.

Visit <http://www.amlainfor.org/hurricane/> for more information.

Creating Media Savvy Students

Starting later this month, commercial and cable television will bombard your students with toy advertisements, aimed at getting them to beg their parents: BUY ME THAT! This annual holiday season ad rush is also a perfect time to teach media literacy skills. By recording and using those same TV commercials in the classroom, you can teach young people about the language of television and these unique techniques of persuasion.

If you want to know more about my workshop "TV Toy Commercials: How They Influence Our Kids," send me an e-mail at fbaker1346@aol.com.

Going to the NCTE Convention? Don't Miss the 2005 Film Festival

The film festival (held Saturday November 19, 2005) is for those interested in the potential of film study in the teaching of English language arts, and for those inter-

ested in using films on literary subjects within the English classroom. The festival screens recent feature films and award-winning short films. All films that are part of the festival become springboards for classroom study in terms of both their content and their engaging visual style. Festival co-chairs will lead brief discussions after each film and provide information about distribution sources and teaching materials. Films are grouped according to general categories, some of which intersect with the various NCTE strands.

Visit <http://www.nect.org/profdev/conv/annual/events/121509.htm> for a list of films, dates, and times.

Sixth Graders Say No To TV Violence

(reprinted from MediaWise)

A group of sixth graders from Rush Creek Elementary in Maple Grove, Minnesota has published a booklet about the amount of violence in popular TV programs. According to the students, they, along with their parents, watched four television shows twice, then averaged all the verbal, physical, sexual, and swearing violence.

If you would like to learn more about their efforts, please visit <http://www.firstpieceofthepeacepuzzle.blogspot.com> or contact Greener at greenerd@osseo.k12.mn.us. For more information about the quarterly MediaWise newsletter, go to www.mediafamily.org.

Advertisements Now Available in Spanish

With a larger population of Hispanics in South Carolina and in our schools, it may be helpful for some teachers to have access to ads in Spanish for classroom use. I have created a new section of the Media Literacy Clearinghouse website and scanned some ads discovered in Spanish language magazines.

You will find ads for food, tobacco, cosmetics, and more at http://medialit.med.sc.edu/advertisements_in_spanish.htm.

New Rock 'n' Roll Curriculum

Mindblue has created new Rock and Roll study guides for use in the classroom. Each eight page study guide is designed to

engage students, enhance curriculum, and creatively meet standards.

Mindblue's editorial team has carefully selected literature connections for each study guide as well as a list of the literary concepts and themes explored in the song.

To view a study guide's suggested connections, visit <http://www.mindblue.com/studyguides.html>.

NIH Media Smart Youth Curriculum Available

The National Institutes Of Health announces the Fall 2005 release of its new curriculum, *Media Smart Youth: Eat, Think, and Be Active!* This is a great way to teach media and nutrition literacy skills at the same time. The curriculum, aimed at students ages 11-13, is free.

It is available at the NICHD Information Resource Center by calling 1-800-370-2943 or ordering online at <http://www.nnlbi.nih.gov/health/public/heart/obesity/wecan/>.

The Top 25 Censored News Stories of 2005 ACME Offers Free "Project Censored" Tool Kit for Interested Teachers

The Action Coalition for Media Education kicks off its 2005-2006 "Monthly Media Education" resource offerings with their "Project Censored 2006 ACME Tool Kit." This is a free downloadable resource detailing a wide variety of ways history, civics, social studies, and journalism teachers can use the new book *Project Censored 2006* in their classrooms.

To download ACME's free Project Censored 2006 tool kit, visit <http://acmecoalition.org> and scroll down to the PC book cover.

You can contact Frank Baker at fbaker1346@aol.com or 803-254-0508 if you need more information or resources about integrating media literacy into your classroom.

Organizations Enlist Student Writers

National Recitation Contest

The South Carolina Arts Commission is excited to announce the creation of *Poetry Out Loud: National Recitation Contest*, a program that the National Endowment for the Arts and the Poetry Foundation are partnering to bring to high school in capital regions across America this spring.

The contest has classroom winners advance to a school competition and then to a state competition. One student from each state will compete in the national finals in Washington, DC, with a chance to win a \$20,000 college scholarship, among other prizes.

The program encourages youth to learn about poetry through memorization and performance, which helps students master public speaking skills, build self-confidence, and internalize our rich literary heritage.

The South Carolina Arts Commission will be partnering with Split P Soup, the Cultural Council of Richland and Lexington Counties, and Poet Laureate Marjory Wentworth to make this contest available to language arts and drama teachers in Richland and Lexington County high schools. The program satisfies more than half of the NCTE English language arts standards and includes free materials and optional lesson plans for teachers.

For any questions, please contact T.J. Frost at tfrost@arts.state.sc.us or Sara June Goldstein at goldstsa@arts.state.sc.us.

2nd SC Young Poets Prize

Split P Soup: Poetry for the Community and The South Carolina Poetry Initiative announces The SC Young Poets Prize for the best group of poems written by teens. Winners receive cash and prizes.

The SC Young Poets Prize is open to all SC residents aged 14-19. Participants will be invited to attend the first SC Young Poets Conference on November 19, 2005. The top thirty winners will be published in an anthology to be circulated statewide. The top five winners will receive cash and prizes. A grand prize winner will receive an additional cash prize.

To participate, submit three to five original, unpublished, typed poems, the entry fee and form by October 31, 2005. The poet's name should not appear on the poems.

Mail poems, entry form and fee to
The SC Poetry Initiative
Dr. Kwame Dawes
The South Carolina Young Poets Prize
Department of English
University of South Carolina
Columbia, SC 29208

Electronic mail submissions and submissions on a disk will not be accepted.

Visit the Split P Soup website at www.splitp.org for information, or contact Split P Soup at splitp@gwm.sc.edu or 803-777-2374.

SC Young Writers' Conference

The South Carolina Young Writers' Conference will be held Saturday, March 25, 2006, at Ballentine Elementary School.

The conference is sponsored by the SC State Council of the International Reading Association, the SC Council of Teachers of English, the SC Association of School Librarians, the SC Arts Commission, the SC State Department of Education, the SC Writing Project, and the SC Middle School Association.

Students have the opportunity to hear and work with at least two professional writers during the conference. Some of this year's authors include Anthony D. Fredericks, Will Hobbs, Carole Boston Weatherford, and Sam Swope. Elementary, middle, and high school student groups each follow their own schedules for the day. Each group will have an individual session with the authors to talk about their books and the craft of writing.

Public school districts in South Carolina are invited to send students to participate. The number of students eligible to attend from a district is determined by the student enrollment of the district. Approximately 400 students attend the conference.

If you have questions about the conference or would like to volunteer to help at the conference, contact Caroline Savage at csavage@sde.state.sc.us or 803-734-4770.

Matching Book Grants Help Build Classroom Libraries

Literacy Empowerment Foundation

The Literacy Empowerment Foundation (LEF) has increased the size of the matching grants available to \$8,000 per school. A school can now order \$16,000 worth of books and pay only \$8,000. Any amount from \$100 to \$8,000 will be matched.

The Matching Book Grant Program offers Guided and Independent Reading Collections. Guided Reading Collections consist of six copies each of eighteen titles. Independent Reading Collections consist of one copy each of 108 titles. With each set of Guided and/or Independent Reading Collections purchased at the regular price, an additional set of books will be included.

The LEF is a 501(c)3 nonprofit organization. LEF currently supplies books to over 15,000 schools. This is a limited time offer that requires no special screening or application.

at <http://www.lefbooks.org>.

Wilbooks

Wilbooks makes available to Title I schools all of its books through a special program. Wilbooks will donate one book for each book you buy at the normal price. Title I schools that order a minimum of 100 books at the regular price may select an equal quantity of books that Wilbooks will donate to their school.

Many children in the United States need to become more proficient in their native language to increase their abilities to master English. Bruce Larkin hopes that by making literature available in Spanish, families can work together to guarantee that every child has a fair chance to live the American dream. The books on this special order form are free. You only pay forty-five cents per book to cover shipping, handling, and administrative costs.

Orders must be received by December 3, 2005. Information and a matching book grant order form are available

For order forms and more information about the programs offered by Wilbooks, go to www.wilbooks.com.

Thinking Deeply About Being a Reader, a Writer, and a Coach

Editor's Note: *These thoughts were contributed by the SCREADS Literacy Coaches and Heidi Mills, the cohort's USC instructor.*

I recently used *I Am an Artist* by Pat Lowery Collins as a read aloud in SCREADS. I chose this exquisite text because it provided powerful demonstrations of what it means to see the world through an artist's eyes. The author and illustrator, Robin Brickman, illuminate what it means to think, work, and communicate as an artist. They portray thinking artistically as a way of being, a way of perceiving and acting on the world. I wanted to bring a similar stance regarding literacy to our conversation. We know it is important to get in touch with ourselves as readers and writers, to understand the process from the inside-out. We also know we need to hold our model with teachers by supporting them in the same ways we want them to support their young readers and writers. However, we sometimes lose sight of our own wisdom in the midst of the demands of our complex coaching lives. After reading the text aloud and holding a grand conversation about it (Peterson and Eeds, 1990) I invited my coaches to be inspired by the author just as Jack was inspired by Walter Dean Myers in *Love That Dog* (Creech, 2001). We each completed the thought I am a reader when...I am a writer when...and I am a coach when...on sticky notes to create our own innovations on the text. After composing our individual ideas, I looked for patterns in their responses and organized them into a cohesive text. Then we read them in concert. We learned a great deal from one another as we considered the depth and breadth of our collective brilliance. We offer it to you here hoping you find insight and inspiration about literacy and coaching within and across our pieces. Enjoy!

I Am a Reader When

I am a reader when I no longer realize that I am reading because I am so absorbed in what I am reading;
When I think about characters like they live next door;
When I have to finish the book no matter what;
When I spend hours in the bookstore.

I am a reader when I am sad to be near the end of the book;
When I can share connections about something I have read;
When the words in an author's mind pick me up and take me to the place I need to be in the story;
When I can slip in, out, and between the pages and become one with the book.

I am a reader when I can't stop talking about a new children's book;
When I'm lost in the words of my favorite authors;
When I truly get lost in children's books as if I were a child again;
When I am lost in the words and feel transformed or taken to another place.

I am reader when I perceive what others are thinking or doing;
When I read the *Bible*;
When I take the time to read biographies about historical people;
When I recommend what I read to others.

I am a reader when I enjoy time to discover with my daughter what new mystery *Cam Jansen* will uncover this time;
When I can curl up with my two children and a good book like *The Wide Mouth Frog* and sound just like the characters and my children love it.
When I share stories with my children

I Am a Writer When

I am a writer when I sit alone and write down my favorite memories about my childhood and my children;
When I take time to do it by creating space in my life for writing;
When I wake up in the middle of the night and fish around to find a pen and paper to capture my thoughts.

I am a writer when I write about things that matter to me most...my husband, family, special people, places, and things in my life;
When I access childhood memories;
When I hear things I want to remember and take time to write them down.

I am a writer when I capture thoughts, dreams, notices, and wanderings in my writer's notebook;
When I write as a means of expressing my emotions;
When I write poetry that stems from my personal experiences.

I am a writer when the words in my notebook float effortlessly off the paper like a musical composition that lingers in my head;
When I have time to really express my ideas and not have to share them with anyone;
When I am given time to reflect upon my personal and professional life.

I am a writer when I abandon e-mail and write handwritten notes and letters to friends and family.
When I take time to actually reflect before writing;
When I have opportunities to write about what I know to be true.

I Am a Coach When

I am a coach when I can walk into a classroom and everyone is glad to see me;
When teachers ask me thoughtful questions about their instructional needs and not want quick answers;
When anyone asks me for help, support, and, more than anything, encouragement.

I am a coach when I help teachers help themselves;
When I help children in positive ways serving as a model for my teachers;
When I can help a teacher better understand her students and we help them move forward together;
When I help someone become comfortable with a new challenge.

I am a coach when I listen;
When I see through the teacher's eyes and help them work through the hard stuff and...it's all hard stuff;
When I celebrate and value teachers not only for the work they do, but for the people they are.

I am a coach when I evoke excellence in another person;
When I actively support others in their quests for improvement and knowledge;
When I listen even if I have to bite my lip;
When I do less talking and more listening;
When I notice where teachers are, what they are already doing well, and then I build on that.

I am a coach when I am a questioner;
When I ask the right questions, see changes in others, and praise shifts all teachers make;
When I look beyond the surface in the halls or classrooms;
When I believe teachers into being

More Thinking Deeply from SCREADS

I Am a Reader When

I am a reader when I can pick up a book and it becomes my world. I am at my best when I can read a book that allows me to become an active participant;
When I share a book with friends that I can't put down because it is so good;
When I visit new places or have experiences via the printed word.

I am a reader when I have a question and read in an effort to find the answer or when I have a problem and read to find a solution;
When I find time to forget about the world and melt into the pages of a good novel;
When I am relaxing in bed with a good novel and make personal connections;
When I read literature that reflects my personal and spiritual interests it always seems to refresh both my mind and soul.

I am a reader when I look into the faces of the people seated in the congregation at church;
When I make meaning of my world through what I see and experience. It is all a story whether in print or not;
When I get to sit down, catch my breath, have a cup of coffee, and read the paper from cover to cover;
When I share thoughts and emotions with an inspiring character.

I am a reader when I must read, read, read;
When I read for pleasure or professionally, when I re-read old favorites;
When I can hold a group of kids spell-bound as I read *Piggie Pie*;
When I read for pleasure, for children and as a professional. It's about fun, love, emotions, stories, and growth.

I am a reader when I go to the library or bookstore and look at the time and am amazed that it's two hours later, not twenty minutes like I thought;
When I am able to sit down with children and discuss their favorite book and when I am able to talk with my peers about the latest best sellers, novels, or articles;
When words fill my heart with images and when new questions cloud my mind.

I am a reader when I allow the words to change me in some way...to know more, to feel deeper, or think differently;
When I allow others' stories to help me see myself and the world through new eyes.

I Am a Writer When

I am a writer when I have the freedom to let my words flow without rules;
When my heart leaps onto the pages;
When my thoughts are allowed to wonder on paper without structure or conformity—just me.

I am a writer when my words create the pictures I want;
When I see and buy a cute card and take a moment to let my children know how much they enrich my life;
When I appreciate the sounds and images of words.

I am a writer when I get an urge to write of things that happened in the past, things that I want to remember to pass on to my twins;
When I write a note to a child who simply comes by for a moment to borrow a book;
When I have time to write for myself, writing is rewarding and fulfilling.

I am a writer when I am frustrated and need answers, and allow them to come out through my writing;
When something wonderful has happened and I use writing to remember it forever;
When I reflect on my thinking and see the path that my writing has created.

I am a writer when the words I've created bring me back to the me I should be;
When I allow myself to relax and write whatever I am feeling, whatever I am frustrated by, whatever I am thinking, and when I am finished, I feel cleansed;
When I pour out my heart through words.

I am a writer when I have quiet time to study and reflect on my stories as a coach and connections I have made as a reader;
When I use writing to clear my head of all of the questions I have;
When I've eavesdropped on life and must keep the story I heard in a special place of memory, smiles, tears, or wonder.

I am a writer when I share my written stories or experiences with children;
When something spurs a thought and I must make the connection on paper;
When the words flow like ink from an old pen dipped in an inkwell.

I am a writer when I appreciate language;
When I express myself clearly;
When I set my mind free.

I Am a Coach When

I am a coach when a teacher meets me in the hall to show me what the kids in her room are doing;
When I can help someone think about his or her thinking or help someone overcome a stumbling block;
When I plant seeds of literacy and both students and teachers enjoy the harvest of my work.

I am a coach when I see the community come together with the children being the center of attention;
When I take the time to really listen to what is important to others and when I find the strength to empower them by being still and thoughtful;
When I am able to follow the needs of others.

I am a coach when I help teachers discover answers to their own questions and put them into practice;
When I ask probing questions about whatever causes them to think deeply and arrive at what's really at play in any given situation;
When I ask probing questions to move from disagreement to resolution.

I am a coach when I talk with teachers about their children;
When I see students and teachers share new learning by extending beyond an idea I shared in their class;
When I'm not the expert, when teachers question their beliefs and practices together;
When I see and hear shifts in teachers and they think they have done it on their own.

I am a coach at my church and with my family;
When I can convey, explain learning in any form, at any place—at home, school, or church. Coaching is a full time job.
When I reflect on my words, thoughts, and actions in any situation or teacher(s) to ensure that I listened, valued them, and gave them feedback and support.

I am a coach when I listen carefully enough that teachers ask their own questions about their own questions;
When I am helping others help themselves so they can help others;
When I sit side-by-side with a teacher sharing thoughtful questions about a child and then start the "Could it be...so let's try..." conversation.

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www.myschools.com



English
Language Arts Team

Literacy Links Volume IV

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts to ensure the implementation of grade-level standards-based instruction for all students.

We accomplish this by:

- developing and revising academic standards and expanding support materials;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

State Department of Education Events

October

- 5-7 WIN Fall Writing Conference, Greenville
6 SC International Education Summit, Columbia
7 SC Association of Curriculum and Supervision Fall Conference, Columbia
8 SC Teachers for Early Language Learning Workshop, Columbia
11 SCASA Seminar for Aspiring Principals, Columbia
12 ELA Best Practice Seminar, Columbia
18 SCASA Seminar for Aspiring Principals, Greenville
20 ELA Best Practice Seminar, Columbia

November

- 1 ELA Best Practice Seminar, Columbia
4 ELA Best Practice Seminar, Columbia
6-12 Patriotism Week
11 Veterans Day

December

- 1-4 Blue Ribbon Schools Blue print for Excellence, Myrtle Beach
5-7 State Gifted Education Conference, Greenville
7 District Library Media Supervisors SCASA Round table and Fall Information Update for Media Specialists, Columbia
8 ELA Best Practice Seminar, Columbia
12-13 SC Literacy Conference, Charleston

Registration Form

English Language Arts Standards Support Document

Professional Development Sessions

This professional development is intended for any teacher or administrator or team of teachers and administrators to support the understanding and implementation of support documents related to the *South Carolina English Language Arts Curriculum Standards 2002*.

Instructions: To register for these sessions, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731 or e-mail it to jredman@comporium.net. Please indicate two session(s) your team will attend by placing an X in the column beside the date(s) of the session(s). You should register your team for one session in the fall and one in the spring. The fall and spring sessions will be different. A confirmation e-mail will be sent to the team contact person. Unless you receive a confirmation, do not consider your team registered. Directions to the session locations will be posted to the State Department of Education website. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net.** If you have any questions concerning the sessions, contact **Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us.** **ALL SESSIONS WILL BE HELD IN COLUMBIA FROM 9:30 a.m.-3:30 p.m. Lunch will be provided.**

Please indicate with an "X", beside the SESSION column, the session(s) you wish to attend.

Session	X	Session Date	Registration Deadline	Location
Fall 1		CANCELLED		
Fall 2		November 17, 2005	November 1, 2005	Marriott, formerly the Adam's Mark Hotel
Fall 3		December 7, 2005	November 18, 2005	Clarion Town House Hotel
Spring 1		January 25, 2006	January 9, 2006	Seawell's
Spring 2		February 6, 2006	January 20, 2006	Marriott, formerly the Adam's Mark Hotel
Spring 3		March 14, 2006	February 27, 2006	The River Center at Saluda Shoals Park

Please provide the following information for the contact person for your school. It will be the contact person's responsibility to communicate session details to the other team members.

Name _____

Position _____ Grade _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Additional team member(s):

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Registration Form

2005-06 English Language Arts Best Practice Seminars

A series of seminars highlighting best practices in the area of English language arts will be offered during the 2005-2006 school year to South Carolina K-12 educators by the English Language Arts Team in the Office of Curriculum and Standards at the State Department of Education and the South Carolina Council of the International Reading Association (SCIRA). A schedule of the sessions, dates, audiences, and locations is included with this registration form.

Please check the registration chart for the location of each session, as the locations vary. Each session will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be provided.

Instructions: To register for any of these seminars, please complete the form on the next page and mail it and a **check made payable to SCIRA for \$50.00 for each session for which you are registering** to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. Payment is due with registration. No purchase orders will be accepted. Participation will be on a first-come with check, first-served basis. A confirmation e-mail will be sent to registrants. Unless you receive a confirmation, do not consider yourself registered. Directions to the session location will be posted to the State Department of Education website at www.myschools.com.

If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net or fax at 803-329-1952. If you have any questions concerning the seminar, contact Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us.

Registration Form

2005-06 English Language Arts Best Practice Seminars

Please indicate with an "X," the session(s) you wish to attend.

X	Session	Date/Presenter	Registration Deadline	Location
	1	September 23, 2005 Cathy Toll	September 9, 2005	Embassy Suites
	1A	October 11, 2005 Patrick Allen	September 28, 2005	Columbia Conference Center
	2	October 20, 2005 Cris Tovani	September 30, 2005	Radisson Hotel and Conference Center
	3	November 1, 2005 Frank Baker	October 18, 2005	Embassy Suites
	4	November 4, 2005 Frank Baker	October 21, 2005	Leaside
	5	December 8, 2005 Nancy Akhavan	November 24, 2005	Ramada Plaza Hotel, Two Notch Road
	6	January 12, 2006 Ellin Keene	December 20, 2005	Columbia Conference Center
	6A	January 30, 2006 Mike Ford	January 16, 2006	Columbia Conference Center
	7	February 2, 2006 Barry Lane	January 19, 2006	Columbia Conference Center
	7A	February 14, 2006 Bruce Morgan	January 30, 2006	Columbia Conference Center
	8	March 2, 2006 Chryse Hutchins	February 16, 2006	Seawell's
	9	March 6, 2006 Jim Trelease	February 20, 2006	Columbia Conference Center
	10	March 20, 2006 Lester Laminack	March 6, 2006	Columbia Conference Center
	11	March 21, 2006 Lester Laminack	March 7, 2006	Columbia Conference Center
	12	April 4, 2006 Barbara King-Shaver	March 21, 2006	Columbia Conference Center

Name _____

Position _____ Grade _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(_____) _____

Home E-mail _____

Registration Form
Framing Best Practice:
English 1 Curriculum and Instruction

Four English I Curriculum Resource Follow Up Days

This professional development is for English 1 teachers and school and district curriculum leaders who attended one of the initial English 1 two-day sessions.

Instructions: To register for these follow up days, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. *Please indicate the session(s) you will attend by placing an X in the column beside the date(s) of the session(s) you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the institute. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net. If you have any questions concerning the these follow up days, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us.**

Registration	Session	Registration Deadline	Location
	November 21, 2005 Humor Module	November 11, 2005	Columbia Conference Center
	January 17, 2006 Revisit Modules	January 6, 2006	Columbia Conference Center
	March 3, 2006 Revisit Modules	February 17, 2006	Columbia Conference Center
	April 18, 2006 Revisit Modules	April 7, 2006	Columbia Conference Center

Name_____

Position_____

District _____ School_____

Street Address_____

City _____ State_____ Zip Code_____

Telephone (_____)_____ Fax(_____)_____

School E-mail_____

Home Street Address_____

City _____ State_____ Zip Code_____

Telephone (_____)_____ Fax(_____)_____

Home E-mail_____